

Abilene Christian University

Academic Integrity

Christian Foundations

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and Student environment all exist to educate students for Christian service and leadership throughout the world. Academic integrity is essential to the most effective development of a person's intellectual skills and abilities. Academic dishonesty is not insignificant in its impact on student development. Violations of academic integrity and other forms of cheating, as defined below, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying.

As people of God, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is "*the way, the truth, and the life*" (John 14:6) and as one whose Spirit is "*the Spirit of truth*" who guides "*into all truth*" (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

1. Lying is an action that is contrary to God's nature. We all live every moment of our lives before God and in relationship with Him (it is not possible for one to act in private) and lying creates dissonance in our relationship with God (Psalm 51:3-4). Lying is sin – and thus sows the seeds of spiritual death (James 1:15).
2. A norm of Christian behavior is "*do to others what you would have them do to you*" (Matthew 7:12). This statement may in turn be considered an application of the second greatest command in scripture, "*Love your neighbor as yourself*." (Matthew 22:39). Lying, then, is inappropriate because it is not the behavior we expect of each other as fellow Christians. Further, lying destroys the mutual trust that contributes to community among Christians, scholars and fellow learners. Integrity has to do with wholeness; one does not truly have integrity with regard to honesty unless one is honest in all actions. A person of integrity does not view academic dishonesty as acceptable; rather, a person of integrity regards lying as being disrespectful to self and others. ACU is weakened by every violation of academic integrity.
3. All violations of academic integrity have at least one victim – the violator. (Others may be directly or indirectly victimized.) In fact, the choice to lie leads directly to personal cost, as noted by D. W. Gill, "The contradiction between the liar's knowledge of the truth and his participation in a lie is a dehumanizing surrender of personal wholeness and integrity. Furthermore, one lie inexorably leads to further lies to cover up the first. The web of falsehood produces a kind of bondage that is the opposite situation to the knowledge and practice of truth which sets one free" (Gill, page 639). A student's character is diminished by every violation of academic integrity.
4. Higher education in general, the Christian identity of ACU, and the teaching function of the

university facilitate and document student learning. Academic evaluations (for example, tests, essays, projects, assignments) are designed to give the student first, and others second, a sense of the student's level of understanding. Violations of academic integrity skew the evaluation and undermine the accuracy of the assessment, with the result that neither the student nor others can have confidence in the student's level of understanding.

5. The mission of ACU is to educate students to serve and lead. Students must learn to be good stewards of opportunities while in school if they hope to be effective servants and leaders with even greater opportunities after graduation (Matthew 25:14-30). Every decision an individual makes moves him or her toward or away from a Christian's goal to be an effective steward.

In its work to prepare students for the future, ACU must introduce students to the kind of professional censure for dishonesty they will encounter in the workforce. Because education is a developmental life-long process, ACU enforces standards of academic integrity as part of the learning process. Because cheating can seem to produce immediate rewards, it can become a pattern of behavior that is very difficult to break. Therefore, ACU has expectations that encourage the development of ethical patterns of behavior.

Academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world. For example, a college president was removed from office because he plagiarized his dissertation, a Pulitzer prize winning journalist lost her award and job because she fabricated her story, faculty members have been dismissed from universities because they misrepresented their credentials, Bill Clinton was suspended as a lawyer for misrepresenting the nature of his relationship with Monica Lewinsky (not for the relationship), and physicians have been prohibited from practicing medicine for unethical behavior. On our own Student, faculty members have been dismissed for misrepresenting academic credentials.

Academic Implications

The foundation of Christian instruction, research, service, and learning must be integrity and honesty. Since cheating, lying, fraud, intellectual theft, and other dishonest behaviors endanger the rights and well being of the academic community and have the potential to diminish the value of academic degrees, they are expressly forbidden by ACU policies.

Expectations of academic honesty and integrity extend to both university employees and students. Faculty who set clear guidelines for assignments and their evaluation and students who prepare honest, well-considered work encourage trust. Clear standards, practices, and procedures and the expectation of fairness in interactions among faculty, administration, staff, and students promote integrity within the community. The education process demands fair, accurate, and timely evaluation to work effectively. Fairness requires clear expectations, predictability, and a consistent response to dishonesty.

ACU administration, faculty, staff, and students support personal accountability and act against wrongdoing. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others, by doing something as easy as covering their answers on a test to something as difficult as reporting a friend for cheating. All members demonstrate respect for others by acknowledging their intellectual debts through appropriate identification of sources.

Definitions and general policy matters

1. Definitions.

1.1. Academic Integrity.

- 1.1.1. Academic work should be completed as assigned for each class by the individual or group responsible for the work.
 - 1.1.1.1. Individual work should be completed by the individual responsible for the work according to standards for the class involved. For example, a writing consultation may be permissible, while using someone else's writing or editing would not be permissible. Violations include, but are not limited to the following:
 - 1.1.1.1.1. Unauthorized multiple submissions of papers and projects.
 - 1.1.1.1.2. Unauthorized submission of material prepared by some other person(s).
 - 1.1.1.1.3. Submission for credit of purchased work.
 - 1.1.1.2. Each member of a group should complete his or her component of required group activities.
 - 1.1.1.3. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.
- 1.1.2. The use of any sources should be acknowledged through commonly accepted academic standards of documentation as appropriate for the discipline within which the material is used. For example, students should document material beyond common knowledge through an acknowledged standard such as the *MLA Handbook* or the *APA Publication Manual*.
 - 1.1.2.1. A violation is commonly called plagiarism.
- 1.1.3. Academic credit should be earned according to the granting institution's standards with grades as assigned by qualified instructors.

1.2. Academic dishonesty includes, but is not limited to, the following:

- 1.2.1. Acquiring information dishonestly:
 - 1.2.1.1. Acquiring answers for any assigned work or examination from any source not authorized by the instructor for the specific assignment, such as opening the book on a closed book test or using notes on a test when not authorized. Violations include, but are not limited to the following:
 - 1.2.1.1.1. Receiving, giving, or using unauthorized aid on an examination.
 - 1.2.1.1.2. Gaining access to the content of any examination prior to its being given.
 - 1.2.1.2. Working with (an)other person(s) on any assignment or examination when not specifically permitted by the instructor(s). Violations include, but are not limited to the following:
 - 1.2.1.2.1. Collusion with (an)other person(s) on an assignment for which the instructor has specified independent work.
 - 1.2.1.2.2. Using the work of (an)other person(s) in place of independent work.

- 1.2.1.3. Permitting formal or informal tutors or editors to provide more than tutoring or editing, such as completing or rewriting work assigned by the instructor for the individual student to complete or write, or telling the student the steps in solving a problem rather than guiding the student to discover the proper steps.
- 1.2.1.4. Observing the work of other students during any examination or other assignments where inappropriate.
- 1.2.1.5. Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- 1.2.2. Providing information dishonestly:
 - 1.2.2.1. Providing answers for any examination or assigned work when not specifically authorized to do so by the instructor(s).
 - 1.2.2.2. Informing any person(s) of the contents of any examination prior to its being given.
 - 1.2.2.3. Claiming credit for an attendance or service activity without attending or performing the activity.
 - 1.2.2.4. Offering to sell or buy unauthorized aid or information for an assignment or examination.
- 1.2.3. Conspiracy:
 - 1.2.3.1. Planning or agreeing with (an)other person(s) to commit any violation of academic integrity.
 - 1.2.3.2. Agreeing to change or have changed academic records, including arranging for a grade or credit not earned.
 - 1.2.3.3. Offering or accepting a bribe related to academic work or records.
- 1.2.4. Plagiarism:
 - 1.2.4.1. Failure to give credit to sources used in a work in an attempt to present the work as one's own.
 - 1.2.4.2. Submitting for credit in whole or in part the work of others.
 - 1.2.4.3. Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.
- 1.2.5. Fabrication:
 - 1.2.5.1. Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
 - 1.2.5.2. Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.
- 1.2.6. Fraud and unethical conduct:
 - 1.2.6.1. Altering, misrepresenting, or falsifying a transcript, course record or graded work to gain unearned academic credit.

- 1.2.6.2. Arranging or accepting credit for fraudulent or dishonest work.
 - 1.2.6.3. Arranging or accepting credit for work not completed by the student, including but not limited to allowing or hiring another to sit for a test such as the SAT or ACT or allowing another to complete work assigned to the student.
 - 1.2.6.4. Accepting credit for another's work even if the credit were given without the individual's active participation in the awarding of credit; for instance, another individual might submit work on behalf of a student without the student's knowledge. Accepting such credit is fraudulent.
 - 1.2.6.5. Accepting credit not earned or accepting a grade higher than the grade earned; for example, accepting a credit or a grade when an instructor has recorded the credit in error.
 - 1.2.7. General violations:
 - 1.2.7.1. Violation of any announced instructor, departmental, college, or university policy relating to academic integrity. For example, use of computers and internet access provided by a particular department must conform to departmental and university guidelines for appropriate use; any abuse or misuse will be considered a violation.
2. Faculty rights and responsibilities
 - 2.1. Actively educate toward and encourage academic honesty and integrity.
 - 2.2. Consciously avoid conditions that encourage or excuse academic dishonesty and fraud.
 - 2.3. Faculty may require that a student present his or her ACU-issued photo ID in order to accept an examination or other item for evaluation.
 - 2.4. Determine whether the act is academic dishonesty or failure to understand the standards for academic honesty.
 - 2.5. Faculty must report and pursue all incidents of academic dishonesty. The process to be followed is described in the process section of this document.
 - 2.6. If it is determined that an instructor provided unfair advantage to a student by failing to report a violation of the honesty code, this fact will be reported to the Dean of the instructor's college.
 3. Student rights and responsibilities
 - 3.1. Abilene Christian University provides each student the following rights for a hearing conducted at the departmental, college, or university level.
 - 3.1.1. Right to meet with the faculty member or other university official responsible for investigating and making decisions with regard to violations of academic integrity.
 - 3.1.2. Right to admit guilt and seek reparation.
 - 3.1.3. Right to reasonable access to the information in the case file.
 - 3.1.4. Right to review evidence.
 - 3.1.5. Right to present counter evidence and/or witnesses on student's own behalf.
 - 3.1.6. Right to have a non-representative and non-witnessing observer present during all

meetings.

- 3.2. A student may not be represented by an attorney at a departmental, college, or university hearing.
- 3.3. Students may continue in affected classes until all allowed appeals have been exhausted.
4. Departmental responsibilities
 - 4.1. Departments may adopt specific departmental academic integrity policies in consultation with their Academic Dean.
 - 4.2. Department chair responsibilities
 - 4.2.1. Ensure that faculty are aware of departmental policies, with particular attention given to new and adjunct faculty.
 - 4.2.2. Ensure that statements of appropriate departmental policies are included in course syllabi.
 - 4.2.3. Consult with faculty who suspect a violation of academic integrity.
5. General procedural matters
 - 5.1. Permanent files of all incidents in which guilt is determined will be housed in the Office of the Dean of Student Life.
6. Disciplinary responses
 - 6.1. All incidents trigger a two-phase university response. The first phase – the incident phase – involves determining guilt and assessing penalty for the specific incident. The second phase – the multiple offense phase – involves examination of the student’s record for evidence of previous offenses involving dishonesty, and, if necessary, assessing penalty for the recurring problems. Each phase includes specific but limited appeal avenues for students who disagree with imposed penalties.
 - 6.2. Incident-phase disciplinary actions are taken in response to a particular violation
 - 6.2.1. Violations related to a specific class (See “Process, Section A”)
 - 6.2.1.1. Incident-phase disciplinary actions taken by the faculty member may include lowering the grade on the assignment up to and including an F in the course for a first offense, based on policies included in the syllabus.
 - 6.2.1.2. Should the student be permitted to remain in the class after being found guilty of academic dishonesty, the instructor may also require the student to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
 - 6.2.1.3. A second violation in a class will result in an F in the course and a recommendation of immediate suspension from the university.
 - 6.2.2. Violations not related to a specific class (See “Process, Section B”)
 - 6.2.2.1. Incident phase disciplinary actions taken by the Director of Judicial Affairs may include:

- 6.2.2.1.1. Required resignation from positions of leadership in organizations such as the Student Association, Residence Life, social clubs and any other student organization.
- 6.2.2.1.2. Community Service: Requirement that a student participate in specified service or service-learning activities. Written reflection on the service experiences may also be required.
- 6.2.2.1.3. Other actions/requirements as deemed appropriate by the Director.
- 6.2.2.2. Failure to comply with imposed consequences constitutes a second violation.
- 6.2.2.3. A second violation, related or unrelated, will result in a recommendation of immediate suspension from the university.
- 6.3. Multiple-offense disciplinary actions are taken in response to a pattern of violations
 - 6.3.1. In addition to a departmental disciplinary action, the college or the Office of Student Life may implement the following sanctions:
 - 6.3.1.1. Community Service: Requirement that a student participate in specified service or service-learning activities. Written reflection on the service experiences may also be required.
 - 6.3.1.2. Suspension: Separation from the university for a definite period of time, after which the student may request, but not guaranteed re-admission.
 - 6.3.1.3. Dismissal: Separation of the student from the university for an indefinite period of time. Re-admission may be possible in the future, but no specific time for a review is guaranteed nor is a hearing guaranteed. The student is not automatically eligible for re-admission.
 - 6.3.1.4. Expulsion: Separation of the student from the university whereby the student is not eligible for re-admission to the university.
 - 6.3.2. As is the case with all university disciplinary responses, a student's entire disciplinary record will be considered when making decisions regarding appropriate sanctions.
 - 6.3.3. Matters involving testing organizations or local, state, or national legal issues shall be reported to the appropriate authorities.
 - 6.3.4. Any sanction given to a student will be in the student's discipline file in Office of Student Life.
 - 6.3.5. Records in cases of academic dishonesty and integrity, which do not become part of the permanent record of the student at the university, will be destroyed at an appropriate time after the student graduates (or separates) from the university.
- 7. Student appeals.
 - 7.1. ACU gives each student the right to written appeal of disciplinary decisions related to academic integrity to the next highest level as defined in the Process section of this document.
 - 7.2. Under normal circumstances, imposition of disciplinary responses will be deferred pending the review of the appeal.
 - 7.3. Appeal forms are available in the Office of the Dean of Student Life and will be filed along

with the student's response, including his or her statement of the facts, reasons for the appeal and such other statements and documents he or she believes are relevant to the appeal.

- 7.4. Faculty and other appropriate university personnel will be notified of the appeal and will have five business days from notification to prepare statements to be included in the student's record.
- 7.5. Following review of the appeal, the university official may elect to void the disciplinary decision, uphold the decision, or alter the disciplinary response.
- 7.6. Final authority in matters of academic integrity lies with:
 - 7.6.1. The Dean of the college for the incident phase of violations related to a specific class.
 - 7.6.2. The Dean of Student Life for the incident phase of violations related not related to a specific class.
 - 7.6.3. The Provost for the multiple-offense phase.

Process (Please see accompanying "Process Flow Chart")

Incidents of academic dishonesty are divided into those related to a specific class (see section A below), and those that are not (see section B below). Specific processes for responding to allegations and appeals are based on whether or not an incident is related to a specific class. In situations where the relationship of an incident to a specific class is in question, the Dean of Student Life will be responsible for choosing the appropriate process for university personnel and students to follow (see section C below).

All incidents trigger a two-phase university response. The first phase – the incident phase – involves determining guilt and assessing penalty for the specific incident. The second phase – the multiple-offense phase – involves examination of the student's record for evidence of previous violations of academic integrity, and, if necessary, assessing a penalty for the recurring problems. Each phase includes specific but limited appeal avenues for students who disagree with imposed penalties.

The Dean of each college and the Provost may designate a person within his/her office to represent the respective office in these matters.

A. Process for incidents related to a specific class.

When a faculty member suspects a violation of integrity, he or she is responsible for pursuing the matter as described below. If a student or staff member suspects a violation of integrity related to a specific class, he or she should contact the faculty member teaching that class as soon as possible, and the faculty member will be responsible for following up on the matter.

With consultation from the department chair, the faculty member will ask at least two colleagues in the department to review the situation without, in so far as is possible, revealing the names of the student(s) involved.

1. Incident phase, investigating and determining penalty
 - a. If the colleagues give a mixed response, some believing that cheating occurred, and others believing it did not occur, the faculty member will, in the presence of the

department chair or a second faculty member, visit with the student(s) involved to gather additional information that will be helpful in determining if cheating did occur. The faculty member must, in a timely manner, conclude that the student did or did not cheat and pursue the matter as described in paragraph A1b or A1c.

- b. If the colleagues respond unanimously that cheating did not occur, the faculty member should visit with the student about the behavior or other evidence that led to the perception of academic dishonesty in order to educate the student about conduct and practices that clearly establish one's integrity rather than creating suspicion. The matter is closed and no record of the incident is created.
 - c. If the colleagues respond unanimously that cheating did occur, the faculty member will meet with the student in the presence of the department chair or a second faculty member. If the student admits guilt or if the student denies guilt but the evidence indicates otherwise, then the faculty member will convey orally and in writing the penalty determined in accordance with university policy, departmental policy and/or the class syllabus. The faculty member is responsible for forwarding paperwork describing the incident and penalty to the department Chair who will forward the paperwork to the Dean of the college. The Dean will then forward the paperwork to the Office of the Dean of Student Life. If the student accepts the incident phase penalty, then the incident phase of the university response is concluded.
2. Incident phase, appeal.

A student may appeal an incident phase penalty for a class-related incident to the Dean of the college by filing a written appeal within five business days of receiving the incident phase penalty from the faculty member. Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Student Life. The Office of the Dean of Student Life will forward the appeal to the Dean of the college for a response.

- a. Within five business days after receiving the appeal, the Dean of the college will meet with the student to convey orally and in writing the final decision regarding the incident phase penalty. Prior to this meeting and in order to reach a decision, the Dean will, in consultation with the involved faculty member, review the appeal and support materials (for example, plagiarized sources, tests from which answers were copied, etc.). The Dean may also confer with the student in the process of coming to a final decision. The Dean is responsible for forwarding paperwork describing the result of the appeal to the Office of the Dean of Student Life.
 - b. No further appeal of the incident phase penalty is available.
3. Multiple-offense phase, investigation and determining penalty

Because a pattern of dishonesty requires a different and likely additional response as compared to an isolated incident, the Dean of Student Life will study the records of each student found guilty of academic dishonesty for indications of such a pattern.

- a. If evidence of a pattern of inappropriate behavior is found in the records, the Dean of Student Life will, in consultation with the Dean of the college, determine a "multiple-offense" penalty, and meet with the student to convey orally and in writing the decision regarding the penalty.

- b. If the student accepts the multiple-offense phase penalty, then the multiple-offense phase of the university response is concluded.
4. Multiple-offense phase, appeal

A student may appeal a multiple-offense phase penalty to the Provost by filing a written appeal within five business days of receiving the multiple-offense penalty from the Dean of Student Life. Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Student Life. The Dean of Student Life will forward the appeal within two business days to the Provost for response.

 - a. Within five business days after receiving the appeal, the Provost will meet with the student to convey orally and in writing the final decision regarding the multiple-offense phase penalty. Prior to this meeting and in order to reach a decision, the Provost will review the appeal and the student's records and make a recommendation regarding the appeal. The Provost may convene a panel to study the appeal and records prior to making a final decision. The Provost is responsible for forwarding paperwork describing the result of the appeal to the Office of the Dean of Student Life.
 - b. No further appeal of the multiple-offense phase penalty is available.

B. Process for incidents not related to a specific class

The university employee who suspects that a violation of academic integrity that is not related to a specific class has occurred should report the matter to the Director of Student Judicial Affairs, who is responsible for pursuing the matter in accordance with the procedure outlined below.

The Director will assemble the involved university personnel to review the items involved and situation without revealing the names of the student(s) involved (if possible).

1. Incident phase, investigating and determining penalty
 - a. If the involved university personnel give a mixed response, some believing that a violation occurred, and others believing it did not occur, then the Director should, in the presence of one of the involved university personnel, visit with the student(s) involved to gather additional information that will be helpful in determining if cheating did occur. The Director must, in a timely manner, conclude that the student did or did not cheat and pursue the matter as described in paragraph B1b or B1c.
 - b. If the involved university personnel respond unanimously that cheating did not occur, the Director should visit with the student about the behavior or other evidence that led to the perception of academic dishonesty in order to educate the student about conduct and practices that clearly establish one's integrity rather than creating suspicion. The matter is closed and no record of the incident is created.
 - c. If the involved university personnel respond unanimously that cheating did occur, the Director will meet with the student in the presence of one of the involved university personnel. If the student admits guilt or if the student denies guilt but the evidence indicates otherwise, then the Director will convey orally and in writing the penalty determined in accord with university policy. The Director is responsible for forwarding paperwork describing the incident and penalty to the Office of the Dean

of Student Life. If the student accepts the incident phase penalty, then the incident phase of the university response is concluded.

1. Incident phase, appeal

A student may appeal an incident phase penalty for incidents not related to a specific class by filing a written appeal within five business days of receiving the incident phase penalty from the Director. Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Student Life.

- a. Within five business days after receiving the appeal, the Dean of Student Life will meet with the student to convey orally and in writing the final decision regarding the incident phase penalty. Prior to this meeting and in order to reach a decision, the Dean of Student Life will, in consultation with the Director and involved university personnel, review the appeal and support materials (for example, plagiarized sources, tests from which answers were copied, falsified records, etc.). The Dean of Student Life is responsible for preparing paperwork describing the result of the appeal to be included in the student's records.
- b. No further appeal of the incident phase penalty is available.

3. Multiple-offense phase, investigating and determining penalty

Because a pattern of dishonesty requires a different and likely additional response as compared to an isolated incident, the Dean of Student Life will study the records of each student found guilty of academic dishonesty for indications of such a pattern.

- a. If evidence of a pattern of inappropriate behavior is found in the records, the Dean of Student Life will, in consultation with the Dean of the college, determine a "multiple-offense" penalty and meet with the student to convey orally and in writing the decision regarding the penalty.
- b. If the student accepts the multiple-offense phase penalty, then the multiple-offense phase of the university response is concluded.

4. Multiple-offense phase, appeal

A student may appeal a multiple-offense phase penalty to the Provost by filing a written appeal with the Provost within five business days of receiving the multiple-offense penalty. Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Student Life. The Office of the Dean of Student Life will forward the appeal within two business days to the Provost for response.

- a. Within five business days after receiving the appeal, the Provost will meet with the student to convey orally and in writing the final decision regarding the multiple-offense phase penalty. Prior to this meeting and in order to reach a decision, the Provost will review the appeal and the student's records and make a recommendation regarding the appeal. The Provost may convene a panel of appropriate university personnel to study the appeal and records prior to making a final decision. The Provost is responsible for forwarding paperwork describing the result of the appeal to the Office of the Dean of Student Life.
- b. No further appeal of the multiple-offense phase penalty is available.

C. Process for incidents that may or may not be related to a specific class.

When an individual in the university community suspects a violation of integrity that involves a class and other Student offices, he or she is responsible for pursuing the matter as described below.

The individual should contact the Dean of Student Life, who will consult with the faculty member involved, the faculty member's department chair and dean and the directors of the related Student office(s) to determine whether the incident should be pursued under process A (related to a specific class) or under process B (not related to a specific class). The decision of the Dean of Student Life regarding the choice of process is final, and may not be appealed.

1. If the Dean of Student Life determines that the incident is best pursued in the context of a class-related incident, then the faculty member teaching that class will be responsible for pursuing the matter as described in section A above.
2. If the Dean of Student Life determines that the incident is best pursued in the context of a non class-related incident, then the Director of Judicial Affairs will be responsible for pursuing the matter as described in section B above.

Conclusion

Since most ACU students, faculty, administration, and staff are honest in their academic work, the university maintains policies and procedures which protect the majority from the few who will take advantage of the community by obtaining or granting grades through fraudulent, deceptive, or dishonest means. The measures to protect the community are sometimes seen by the honest as inconvenient or even insulting; however, the effort to discourage dishonest behavior in all forms is made out of the community's obligation to the honest majority who strive to learn in order to better themselves. The cooperation of each member of the community will greatly enhance each individual's opportunity to learn to his or her potential.

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Oregon State

"Seaver College Code Academic Ethics," Pepperdine University

Texas A&M University

University of Pittsburgh

Handouts Consulted

Donald L. McCabe and Sally Cole, "Student Collaboration: Not Always What the Instructor Wants."

Donald L. McCabe and Gary Pavela, "The Principled Pursuit of Academic Integrity" w/ "Ten Principles of Academic Integrity for Faculty."

Bill Taylor, “Integrity: Academic and Political, A Letter to My Students.”

Web Sites

Center for Academic Integrity (<http://www.academicintegrity.org/>)

turnitin.com (<http://www.turnitin.com/>)